

## The Southeastern Librarian

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Fall 2009

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Volume 57, Number 3, Fall 2009

# The Southeastern Librarian



*The Southeastern Librarian*  
Volume 57, No. 3 Fall, 2009

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Editorial Staff & State Representatives

**Cover:** [The Dorothy Dix Collection](#) is housed in the Felix G. Woodward Library at Austin Peay State University. It is the most comprehensive collection available on Dorothy Dix, born in Guthrie, KY, and her writings. As the forerunner of today's popular advice columnists, Elizabeth Meriwether Gilmer (1861-1951) writing under the pen name Dorothy Dix, was America's most widely read and highest paid journalist at the time of her death. The collection consists of autobiographical and biographical information on Dix.

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## From the Editor

Fall is in the air, with winter not far behind. Like it or not, time marches on and soon we will be beginning a new decade! With the passage of time comes change. The articles in this issue deal with various aspects of change, from rethinking current methods to providing information during difficult circumstances.

Rickey Best discusses the issues involved in providing access to Alabama's digital state publications. As many are aware, government documents provide their own unique access "challenges". The methods outlined in this article will provide insights on how to deal with the myriad of issues – or at least become aware of the considerations which need to be made.

Donna Bracquet provides a perspective on information needs during her experience as a shelter volunteer during hurricane Gustav. In a time of disaster, communication is key...and reliable information is a necessity. Those who are suffering gain assurance through the provision of timely and accurate information. Anticipation of the information needs will help ease the anxiety felt by both the victims and recovery personnel. The guidelines provided in the article can be tailored for many types of emergency situations.

John Sandy, Mangala Krishnamurthy and Wayne Rau address the importance of utilizing "new" technology for an "old" activity – providing library tours. This article outlines the ways that technology can improve the exposure of the library and the steps that can be taken to implement a successful tour. Included is the entire script used for the self-guided tour which can be used by others in program design.

I would like to take this opportunity to thank the reviewers who put so much time in making this publication a success. Their insights on the submissions help to improve the quality of *The Southeastern Librarian*. Those who have provided reviews during the past year were:

Paula Barnett-Ellis	Florence Jumonville	Jodi Poe
Robert Detmering	Chris Langer	Charlie Sicignano
Tim Dodge	Camille McCutcheon	Annabel Stephens
Elizabeth Doolittle	Nancy McKenney	Jane Tuten
Lisa Ennis	Bill Meehan	
Marie Garrett	Nicole Mitchell	
Paul Haschak	Bede Mitchell	

I would also like to thank the Editorial Board: Margaret Foote, Tyler Goldberg and Catherine Lee.

Perry Bratcher

Editor

# **PRESERVING AND PROVIDING ACCESS TO DIGITAL STATE PUBLICATIONS IN ALABAMA: A CASE OF COOPERATION**

**Rickey Best**

Rickey Best is Dean of the Auburn University Montgomery Library and can be reached at [rbest@aum.edu](mailto:rbest@aum.edu).

The author wishes to express his appreciation to Dr. Sue Medina, Executive Director of the Network of Alabama Academic Libraries, along with the reviewers of this article, for their suggestions and recommendations to improve the work.

## **Introduction**

As initiatives to achieve a more interactive web-format for government information expand, concerns continue to mount over data security and preservation. While efforts to address these issues are ongoing at the federal level, at the state and local levels there continues to be gaps between state and local agencies creating digital publications and services and ensuring the long-term preservation of those publications. The nature of government information on the Web also presents challenges. Some information is generated from databases (often federal) which pull together information and make it readily available. Such data, such as the Alabama's agricultural statistics, are actually derived from the United States Department of Agriculture's National Agricultural Statistics Service. In this case, the data resides in the "Deep Web." These statewide statistics cannot be harvested directly using web-crawling tools.

Among the challenges faced by libraries is a lack of clarity in legislation mandating electronic access to publications at the state level. To address issues relating to preservation and access to "born-digital" state publications the Network of Alabama Academic Libraries in 2005 created a Task Force to examine the issues relating to the preservation of "born-digital" state publications, along with the conversion of print publications to an electronic format. The Task Force examined various practices and developed a recommendation for a cooperative method of identifying and preserving state publications.

## **Born-Digital State Publications**

The internet has created for libraries an uncertain environment for collection, preserving, and making accessible government publications. A number of issues relating to selecting Web publications for preservation and accessibility exist. Among these is the relatively short life-span of government information. Agency webmasters are more concerned with providing citizens updated and current information, rather than in providing long-term access to publications which may have been updated (Lin & Eschenfelder, 2008). While the United States Government Printing Office (GPO) has succeeded in implementing its 1996 plan (more than 1,300 titles were reported as being converted to electronic format only in the 2008 GPO annual report) (United States Government Printing Office [USGPO], 2008), Baldwin and Barnum (2008) report that the decisions on what to digitize and what to preserve are included in the Federal Depository Library Program's (FDLP) Superintendent of Documents Policy Statement 71. They note that "information content remains the primary selection criteria for inclusion in the FDLP, and that the GPO is legally mandated to retain FDLP publications permanently in either the regional depository library collections or in the FDLP electronic collection". In her article "From Double Fold to Double Bind," Sarah Thomas (2002) observed the tenuous nature of digital publications, noting that "digital technologies supplanted one another in very short cycles.... Librarians did not distinguish between the carrier and its content, and they wanted to provide appropriate stewardship for the artifact. Digital objects, by comparison, were often not 'owned' in a permanent sense, but were rather 'licensed' by libraries and consequently not even always accessible and hence not even physically in the library's custody".

In his article “Availability, access, authenticity, and persistence,” George Barnum (2002) reported on the history of the GPOs efforts to alter the FDLP to move towards a “more or mostly electronic program” in order to make the program more “relevant” in terms of user needs. Barnum noted the trend towards a “centralized approach to retention which reorients the responsibilities of libraries away from preservation of individual objects and shifts activity to preservation of access.” The issue of authenticity as described by Barnum identified the GPO electronic collection policy which points users to the origination agency server for as long as possible, while recognizing the necessity of technological developments to ensure the accuracy of digital publications. In describing these efforts, Barnum reported on efforts between GPO, OCLC and other libraries to develop “preservation metadata... that will assure a file migrating from one medium or operating environment to another has not been corrupted or degraded.”

While much of the literature has focused upon access to federal government publications (such as articles by Barbara J. Costello’s *“Moving in the Right Direction: Developments in on-line availability of full-text Congressional committee hearing transcripts”* in *Government Information Quarterly* 25 (2008) 104-117), Lin and Eschenfelder approached the topic from how to select items to preserve. While recognizing Barnum’s issue of preservation of access versus the preservation of the object, Lin and Eschenfelder (2008) focused upon the selection and capture practices used to populate electronic depositories of born-digital state government publications. Lin and Eschenfelder examined efforts underway in three states (Connecticut, New Mexico and Texas) to identify and select web-based state government publications, using different levels of collection building: selective collecting and bulk collection (California Digital Library and the Andrew Mellon Foundation [CDLAMF], 2003).

Selective collecting, as defined by the California Digital Library report, requires human selectors have some prior knowledge about the existence and location of certain specific Web resources, and the individuals select items according to pre-defined collection criteria. Bulk collection utilizes automated web crawlers to capture a target domain or set of sites (CDLAMF, 2003). The trade-off is the specificity with human intervention in terms of identifying and selecting resources, versus the huge amounts of data harvested using bulk harvesting that focuses upon a set of sites.

### State Publications in Alabama

Academic librarians in the state of Alabama have long been concerned about access to state publications – the state does not have a funded and operational depository program and librarians must directly contact state agencies to acquire publications. In a digital environment, however, many publications are created, exist, and then disappear often without librarians or citizens becoming aware of their existence. Upon the inauguration of each new governor, many digital records are removed in preparation for transition to the new administration. At the same time, information about specific documents posted on state agency websites disappears as well because agencies are lax in complying with requirements to send web-pages to the Alabama Department of Archives and History for long-term preservation and archiving. Regretfully, citizens are as unlikely to find many of these publications as they a mis-shelved book.

Alabama’s academic librarians have long been concerned about the inadequate public access to state publications and the lack of system to collect and archive publications for long-term access. In September 2005, the Network of Alabama Academic Libraries (NAAL) established a task-force to address issues of access to and preservation of digital state publications. NAAL is “an unincorporated, self-governed and state-based consortium of Alabama’s academic institutions and the Alabama Commission on Higher Education.” Its purpose is to coordinate academic library resource sharing to enhance education and research. An Advisory Council governs NAAL and in approving the Network’s plan created a task force to address issues with state publications. The State Publications and Records Task Force (SPRTF) drew its charge the following activities in NAAL’s Plan (Alabama Commission on Higher Education, 2009):

- *Improve Access to State Publications:* NAAL will develop a plan to expand access to state publications and assure online publications are available electronically by coordinating efforts to create a distributed archival collection for state publications.
- *Digital Preservation:* NAAL will support the Library of Congress initiative encouraging each state to “work toward the effective preservation of information in digital formats” especially the long-term preservation of state publications and records.

The charge to the Task Force stated that “NAAL recognizes that implementation of these tasks can be done only in cooperation with the Alabama Department of Archives and History, the state agency legally responsible for state records and publications. However, there may [be] ways for the NAAL members to help facilitate a statewide effort to assure that this information is not lost to future generations. The charge to the Task Force is to recommend action by NAAL as a consortium and/or its members as individual institutions that will advance the identification and preservation of state records and publications distributed in digital formats” (Network of Alabama Academic Libraries Advisory Council, 2005).

At the initial meeting on the Task Force on 17 November, 2005, NAAL Director Sue Medina recounted the historical concerns of NAAL librarians over the lack of easy access to state publications. She recounted a past NAAL effort by librarians at Auburn University, the University of Alabama at Birmingham, and the University of Montevallo to catalog state agency web-sites into OCLC WorldCat as an initial step to use those web-sites as a means to identify state publications and to begin cataloging them to make the digital formats accessible to the public (Network of Alabama Academic Libraries State Publications and Records Task Force [NAALAC], 2005). The Chair of the Task Force, Diann Weatherly from the University of Alabama Birmingham, reviewed the national conference “Persistence of Memory: Stewardship of Digital Assets” and specifically a presentation by Richard Pearce-Moses. Pearce-Moses articulated the impossibility of building a preservation program based on acquiring digital assets item-by-item. Rather, he advocated strategies using the archival concept of provenance to acquire digital assets, and to use technical solutions to capture materials by categories (NAALAC, 2005). Provenance is the archival principle which states that records should be arranged according to their origins in an organic body or activity (Schellenberg, 1965). Next, Tracey Berezansky, Assistant Director for Government Records at the Alabama Department of Archives and History reported on an Archives project to test the ability of the Internet Archive to “spider” or web crawl the content of State Agency websites and to capture content loaded on those websites. A “spider” is a program that automatically fetches web pages and is used to feed web pages to search engines. It is called a “spider” because it crawls over the Web. Another term for these programs is *webcrawler* (Internet.com, 2009). Consensus of the Task Force members attending the meeting was 1) a need existed to identify digital state publications with the highest priority for public access (subsequently identified as the “Top 100”); and 2) further information on technical solutions was needed. Members immediately began discussions aimed at identifying the “Top 100” and to seek additional information on issues relating to harvesting and preserving state documents.

### Defining the Top 100

Tracey Berezansky suggested that the Alabama Department of Archives and History might be able to target a well-defined set of publications for harvesting as part of a project with Internet Archives to archive government publications (<http://www.archive-it.org/>). Rickey Best, Dean of the Library for Auburn University at Montgomery (AUM), volunteered to visit state agency web-sites to determine which were posting publications online. His extensive list was later circulated among the Task Force members to select the Top 100 digital state publications that should be harvested and preserved.



## State Documents in an Electronic Age Workshop

The Task Force decided that a workshop would be the best means to gather information about feasible solutions, and the NAAL Executive Council approved funding for the speakers' expenses. "State Documents in an Electronic Age" featuring presentations highlighting three initiatives to harvest, catalog, and archive state publications was held at AUM on 19 July, 2006. The speakers chosen included Joe Natalie, Executive Assistant to the Director for Planning and Outreach at the Illinois State Library; P. Toby Graham of the Digital Library of Georgia,; and Marci Smith, State Documents Librarian of the New Mexico State Library (State Publications and Records Task Force [SPRTF], 2006).

- Natalie described the FindItIllinois (<http://www.finditillinois.org>) program of the Illinois State Library. Natalie outlined an Illinois initiative to create a system to preserve state web-sites for permanent public access. Natalie also discussed the Electronic Depository Initiative (EDI) in Illinois, which requires all state agencies to provide an electronic copy of all publications, including those that are hardcopies as well as those born digitally. EDI serves as the depository for these electronic publications, and are assigned permanent URL's to facilitate access. The state agencies provide metadata for the documents, which are edited by the Illinois State Library's Technical Services Division to facilitate locating the documents using internet search engines.
- Graham reviewed the Georgia Government Publications (GGPO) initiative, a program of the Digital Library of Georgia (<http://www.libs.uga.edu/govdocs/collections/georgia.html>). The GGPO staff digitizes state historical documents and collect electronic publications submitted by state agencies. Graham discussed the digitization efforts for state publications and the access and preservation issues involved in making the documents available through GALILEO (Georgia Library Learning On-Line). In Georgia, approximately 80 state agencies were involved in the project, and Graham recounted issues relating to work-flow and other activities.
- Smith described participation by the New Mexico State Library in a pilot project to test OCLC's Digital Archives Toolbox to harvest and catalog electronic state and federal documents (SPRTF, 2006). The Digital Archives software reflects the description in Barnum's article "Availability, access, authenticity, and persistence" of the GPO / OCLC and partner libraries for developing what has become a digital content management system (Content dm®). Taylor Surface from OCLC assisted with a presentation detailing the Digital Archives Toolbox functionality. (<http://www.bpxchange.org/2006/presentations/msmith1.ppt>.)

## The Pilot Project

As a result of the information gathered from the workshop and deliberations, the Task Force identified strategies it needed to accomplish which were approved by the NAAL Advisory Council. The approved tasks included (Network, 2006):

- Licensing the OCLC Digital Archive Toolbox
- Identifying electronic publications on state agency websites
- Harvesting (downloading) these publications  
Storing the digital file for public access (presentation copy)
- Cataloging the electronic publications into the library's public access catalog with a link to the publication's digital file for public presentation



- Contributing the records with links to the electronic publication to OCLC [WorldCat](#)
- Sharing the OCLC record number(s) with other NAAL members
- Storing the digital file (archive copy) in an archive for long-term preservation (local archive, OCLC Digital Archive, ADPNet, or other archival storage facility)

Auburn University at Montgomery served as the pilot project site to test the OCLC Digital Archives Toolbox. Task Force members advocated testing the Digital Archives Toolbox to because a) it would allow for “cross-walking” the meta-data information into WorldCat, and b) the stability of OCLC as an organization gave confidence that digital images archived there would be safe.

The Task Force returned its attention to identifying the state publications selected for the pilot project. To facilitate discussion, the staff of the AUM Library provided access to a bibliography which listed the state agencies and the electronic publications found on their web-sites (Auburn University at Montgomery, 2009). In a meeting on 13 December 2006, the Task Force explored criteria it might use to select specific publications for harvesting. Suggestions included perceived demand by the public (for example, The Alabama Driver’s License exam study booklet), the perceived importance of the state agency (the Office of the Governor), and myriad other possibilities, such as electronic only continuations of a long published series. A breakthrough occurred with the suggestion by Lucy Farrow, Head of Public Services at AUM, to use the sixteen state publications reported in the Statistical Reference Index. The Statistical Reference Index (SRI), published by Lexis-Nexis, is the standard reference tool for identifying statistics appearing in reports by associations, state and local government agencies, research centers, and universities. The Index provides access to these statistics through microfiche publications containing the data. For the Alabama State Publications project, the following publications appearing in SRI were chosen (Network, 2006):

- Alabama Agricultural Statistics Annual Bulletins
- Annual Reports from the Alabama Department of Corrections
- Annual Report of the Alabama Unified Judicial System
- Alabama Vital Statistics (Alabama Department of Public Health)
- County Health Profiles (Alabama Department of Public Health)
- Alabama General Election Results (Secretary of State’s Office)
- Alabama Superintendent of Banks Annual Report
- Alabama Department of Education Annual Report
- State of Alabama Comprehensive Annual Financial Report (State Comptroller’s Office)
- Alabama Department of Public Health Annual Report
- Alabama Accident Summary: Statewide Abstracts (Alabama Department of Public Safety)
- Detailed Monthly Statistics (Alabama Department of Human Resources)
- Crime in Alabama (Alabama Criminal Justice Information Center)
- Alabama Public Libraries Statistics (Alabama Public Library Service)
- Annual Report of the Alabama Department of Insurance

Task Force members enthusiastically adopted this suggestion as it provided a manageable set of resources which were already discoverable through a standard reference tool. Task Force members from eight institutions (Alabama A&M University; Alabama Department of Archives & History; Alabama Public Library Service; Auburn University at Montgomery; Jacksonville State University; Samford University; Troy University; and the University of Alabama Birmingham) agreed to select one or more titles or state agencies from the list to investigate issues related to library support and workload involved in locating and identifying state publications; downloading them, and preparing a draft catalog record for the publication. Participants were also asked to identify issues with the consistency of formatting for the publication, once it had been downloaded (Network, 2006).

A public wiki was created (<http://sprtf.pbworks.com/>) to facilitate sharing information resulting from the investigations. Each person was asked to post a detailed report of their assessment of publications found online along with any problems arising during harvesting and cataloging of the documents. Participants identified a number of common difficulties they encountered in attempting to harvest and catalog state publications. These included “poor presentation of publications on the agency websites making them hard to find and/or hard to read; very large file sizes that took a long time to appear on the computer screen; files that were so large that long-term storage would become a major problem; ‘publications’ not structured as a publications that could be downloaded (multiple links to separate chapters of a single title or a mix of documents and spreadsheets); many postings that were ephemera (such as newsletters, brochures); a lack of bibliographic identity [for the publication]; links to a summary but not the entire document ; serial publications with individual URLs for each issue; inconsistent titles; incomplete content (some publication parts updated but other parts not updated); databases used instead of publications to provide information; poor quality or inappropriate orientation for scans of printed materials; publications posted in odd locations such as the ‘About’ section; no publications directory to assist with navigation; publications that could be found with a provided URL but not found by using the site’s own search engine ; and inconsistent records in [WorldCat](#) for the print equivalent (some cataloged as serials, some as monographs)” (Network, 2007). Following this test, it became abundantly clear that the harvesting of born-digital state publications would be a labor intensive activity.

In support of the State Publications project, the AUM Library had applied to NAAL for grant funding to license the OCLC Digital Archives Tool Box. The information provided at that point in time was that the Tool Box offered web-crawler software that could be profiled to automatically harvest publications. By licensing the Digital Archives services, AUM sought to test the feasibility of using the Digital Archives Toolbox to automatically harvest and preserve digital publications of the state agencies (Network, 2008). The license was signed for AUM to use the Digital Archives Tool Box, with Contentdm® as the preservation platform Content dm® (owned by OCLC) is a web-based software designed for the storage, management, and delivery of digital collections via the Web. The software integrates institutional metadata with WorldCat to promote discovery (Contentdm, 2009). The software can either be downloaded to an institutional computer system, or can be hosted by OCLC. At AUM, work began in February of 2008 to set-up the software. During the set-up period, we were informed that a software upgrade taking place in April would discontinue the automatic harvester feature. As was explained by OCLC representatives, the reasons for discontinuance related to the complexity of the software and the inability to get it to work consistently and reliably. With the release of the new software, we began using the Web Harvester software. Because we could not establish a protocol for the software to automatically check and harvest web based publications, we were manually identifying and harvesting those items. Unfortunately, the initial version of the software had problems in harvesting certain types of files and the harvester was withdrawn for further development. The Web Harvester software was re-released in June, and following this release, no further technical difficulties were encountered (Auburn University at Montgomery NAAL, 2009).

During the course of the project, the AUM Library staff harvested sixty-two state publications, cataloged them into WorldCat, and preserved the images in Contentdm®. An example of the OPAC display for the Department of Corrections Annual Report is provided in Image 1.



*Image 1*  
*AUM OPAC Record for Alabama Department of Corrections Annual Report*

In conducting the cataloging for the records harvested, the AUM Library staff was responsible for creating meta-data for the publications in order to export them from the Web Harvester to Contentdm®. The Content dm® interface has forty-five fields for data input, including title (a required field), subject, description, creator, publisher, contributors, date, type, format, identifier, source, language, relation, coverage, rights, audience, alternative title, description (table of contents), description (abstract), date created, date (valid), date available, date issued, date modified, format (extent and medium), fourteen fields defining the relation of the item being harvested, coverage, audience, POI (Purl-based Object Identifier) title, POI date, and permissions (Woodley, Clement, & Winn, 2005). Once the fields were input, the metadata was transferred using the Dublin Core protocols and uploaded into WorldCat. The Dublin Core Metadata Initiatives project provides standardized descriptive metadata that will facilitate searching and retrieval of digital items. Specifically, “the Dublin Core standard includes two levels: Simple and Qualified. Simple Dublin Core comprises fifteen elements; Qualified Dublin Core includes three additional elements (Audience, Provenance and Rights Holder), as well as a group of element refinements (also called qualifiers) that refine the semantics of the elements in ways that may be useful in resource discovery. The semantics of Dublin Core have been established by an international, cross-disciplinary group of professionals from librarianship, computer science, text encoding, the museum community, and other related fields of scholarship and practice” (Hillman, 2005).

[illegible]

Within the cataloging record for the item, a permanent URL is created and the document is housed in a

The screenshot shows a web browser window with the address bar displaying a URL from the Alabama State Publications Project website. The browser's menu bar includes File, Edit, View, Favorites, Tools, and Help. The website's header features the project name and a search bar. Below the header, a document viewer is open, displaying a document titled 'Annual report for fiscal year ...'. The document content includes the Alabama Department of Corrections logo, the text '...proudly serving since 1842', the name 'RICHARD F. ALLEN Commissioner', and the title 'ANNUAL REPORT FISCAL YEAR 2007'. The browser's status bar at the bottom shows the page is done loading.

Image 3  
Contentdm® View of Department of Corrections Annual Report

## Project Results

For the period of the grant funding (February 2008-April 2009), a total of 62 state publications were harvested, cataloged, and archived into Contentdm®, with access to the digital publications made available through WorldCat. In conducting the harvesting, the AUM Library staff identified numerous problems / difficulties with the Digital Archives software.

- The lack of standards for digital publication by the state agencies created problems for harvesting the documents. The Web Harvester software was unable to harvest a number of documents because of incompatible file formats. As an example, the Task Force members had identified Accountability Reports for local schools from the Alabama State Department of Education as a document to harvest, catalog, and make available. Unfortunately, the reports are only accessible by using drop down menus or by retrieving by FTP from zipped files. The schools must be individually identified and harvested, and many of the reports lack URLs by which they can be retrieved.
- Some state agencies update their publications, but without doing a manual review of the publication, it was not possible to know a priori that the document had been updated.
- The lack of sophistication with the web crawling software and the fact that it was not seamlessly integrated into Contentdm® resulted in the AUM Library staff being required to identify and harvest titles individually.
- The project demonstrated that the Web Harvester software and Contentdm® were adequate to undertake the project of capturing and licensing state publications. However, the project also demonstrated the necessity of a significant amount of staff time being involved in identifying and manually harvesting the publications. It was felt that student workers could be trained and used to check state agency websites to determine whether changes had been made to previously harvested publications.

## Coordinating with the Alabama Department of Archives & History and State Publications

The Alabama Department of Archives and History was represented in the Task Force membership by Tracey Berezansky. Berezansky informed the Task Force of the Department's experiment using Internet Archive to support the harvesting and digitizing of state agency websites. The Department, however, does not provide cataloging at the individual title level for publications, but rather catalogs at the collection level. Whereas in librarianship, the focus is upon cataloging a discrete item, archival cataloging focuses upon collections, consisting of "documents organically created, accumulated, and/or used by a person or organization in the course of the conduct of affairs and preserved because of their continuing value. They most often consist of aggregations of documents (largely unpublished) and are managed as such..." (Society of American Archives, 2004). The bibliographic records are not presently being loaded into WorldCat (Network, 2006). Berezansky noted that the Department was already capturing publications, and stated that if the Task Force could identify the top 100 publications, the Archives staff could ensure that those publications were captured.

As identified by the Task Force, the issue of lack of standardization in the digital formatting of state agency publications is a significant obstacle to harvesting and making those publications available, as well as to ensuring the long term digital preservation of the item. The staff of Archives and History has worked to provide the agencies with guidelines to ensure some standardization of formatting and design of the digital publications.

At the December, 2008 meeting Berezansky noted that the Archives had moved to Contentdm® as the platform for hosting the harvested websites and publications (Network, 2008). The harvested documents are accessible through the Archives website (<http://216.226.178.196/cdm4/statepub.php>) as well as in

Alabama Mosaic (<http://www.alabamamosaic.org/collections.php>), a digital project sponsored by NAAL and hosted by Auburn University. One of the issues the Task Force discovered relating to the cataloging of state publications was the need for authority work on the names of the state agencies. Berezansky reported that the staff of the Archives had done a great deal of work on authority control for the state agencies, and that these records would ultimately be added to WorldCat, but no time frame currently exists for that happening (Network, 2008). However, issues pertaining to access to the digital versions of state publications remains at the forefront. The Department of Archives and History utilizes the Ex-Libris Voyager system for an Integrated Library System. Items are cataloged into Voyager using the archival approach of provenance, i.e., at the collection level. Searches in the Archives ILS system for “Alabama Department of Corrections Annual Report” and various truncations on that title retrieved nothing. The Annual Reports, however, are available in Electronic State Publications Collections of Alabama, available at <http://216.226.178.196/cdm4/statepub.php>. Searching for specific reports are rather cumbersome, however, as each report is cataloged as a separate entity, and there is no serial record to provide title level access, with the individual reports nested beneath the title.

### **An Agreement for Cooperation**

To address the issue of improved access, the Task Force recommended that volunteers be solicited to form a new working group consisting of NAAL Library representatives and representatives from the Department of Archives and History to address issues of creating title level MARC records to be loaded into WorldCat. The working group would consist of catalogers and digital collections librarians who would work to develop guidelines for cataloging state agency publications. The group would also work to provide a notification system to other libraries within the state (including public and special libraries) when new records became available in OCLC to allow those libraries to download the records into their local catalogs.

### **Conclusion**

The NAAL Task Force was able to meet its charge for accomplishing the identification and preservation of state publications that were born “digitally.” The formation of a working group to participate with the Alabama Department of Archives and History to ensure the serial cataloging of state publications and loading them into OCLC WorldCat offers great hope of improving access to Alabama state publications, not only within the state but throughout the world. The Task Force verified the importance and value of standards in the design of digital publications. In addition, the Task Force reaffirmed that there is no simple, turn-key system that will automatically harvest all documents, catalog them, and distribute them to a preservation system without significant staff involvement.

The failure of software that can be profiled to automatically harvest publications is the greatest impediment in the Digital Archives suite of software. The average amount of time required for the staff of the AUM Library to harvest, create the metadata, catalog, and upload the item into Contentdm® and the bibliographic record into OCLC was 75 minutes. For the 62 documents harvested by AUM, a total of 77 and one-half hours were required. The actual time depended upon a number of factors: size of the document(s) and the number of issues involved in the harvesting being the most significant. Without the capability of the harvester software to automatically ingest published issues, for institutions to participate in harvesting digital content will require a significant investment of staff time to individually locate, harvest and catalog the publications.

In spite of the limitations to the Harvester software, the OCLC Digital Archives software has some significant advantages. By placing the images into Contentdm® and having Content dm® hosted at the OCLC Headquarters, we were able to ensure long-term preservation of the images. By importing the metadata into the MARC records and loading in WorldCat, we have increased the availability of the documents. Finally, as a group, we reaffirmed our feelings of the value and importance of state publications, not only for research needs but also for the average citizen. The levels of accountability



described by David Osborne and Ted Gaebler in their 1992 book, *Reinventing Government*, ‘argued for a “customer driven” government by pushing control of the bureaucracy and into the community’” (Osborne & Gaebler, 1992). In Alabama, through the work of the State Publications and Records Task Force, we are working to push information out from governmental agencies to the public at large. In an age of accountability, we believe that these efforts are a significant benefit to the citizens of the state.

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# **INFORMATION NEEDS IN A HURRICANE GUSTAV EVACUATION SHELTER: REFLECTIONS ON A LIBRARIAN'S VOLUNTEER EXPERIENCE**

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## **Introduction**

For three years following Hurricanes Katrina and Rita, residents of the Gulf Coast enjoyed a reprieve from serious threats. But in 2008 Hurricanes Gustav and Ike confirmed that massive evacuations are now a reality of hurricane season. A consequence of such large evacuations is the establishment of hundreds of shelters across the country. Opportunities exist to improve information assistance and information dissemination in hurricane shelters. Information professionals can help by conducting research and documenting their experiences in shelters. This article discusses observations of evacuees' information needs at a Hurricane Gustav shelter in Knoxville, Tennessee, and details the resources and methods that volunteers employed in response to those needs. This article is written from the perspective of a librarian who volunteered during the shelter's five-day operation. The experience resulted in useful insight and practical recommendations for assisting evacuees with information needs in shelters.

## **Literature Review**

Disaster-related library literature has focused almost exclusively on library collections and facilities (McKnight and Zach 2007), but an emphasis on services during community-wide disasters is growing. Since 2001, increasing numbers of articles document the ways that librarians provide services to evacuees and affected populations in the aftermath of disasters (Fletcher 2006; McKnight 2006; LeBoeuf 2006; Clareson and Long 2006; Dawson and de la Peña McCook 2006; Dickerson 2007; Thomas and Davis 2006; Albanese, et al. 2005; Dempsey 2005; Bertot and Davis. 2006; Matthews and Wiggins 2001; Novacek 2001; Block and Kim 2006; Ellis and Shambra 2008). Ongoing interest in disaster-related services generated during the 2005 storms can be seen in current LIS (library and information science) projects such as the National Library of Medicine's oral history project (Featherstone, et al. 2008), the Florida State University hurricane project (Ouder 2008), and the IMLS-funded evidence-based training materials project (McKnight and Zach 2007). Thus far only two articles have focused in detail on providing information in disaster shelters (McKnight 2006; Fletcher 2006).

McKnight (2006) reports four case studies of librarians' efforts following Hurricane Katrina, one being the creation of The Shelter Library which opened in September 2005 outside of a large Baton Rouge evacuation shelter. Vendors provided the trailer and resources, and local librarians and library school students from the Louisiana State University School of Library and Information Science (LSU-SLIS) provided assistance. The volunteers helped evacuees complete FEMA forms, locate loved ones, gather information on the status of their homes and neighborhoods, and request new documentation like driver's licenses or birth certificates.

Fletcher (2006) reports on her experience providing medical reference texts to shelter doctors at several Hurricane Katrina evacuation shelters in the Baton Rouge area. She discusses the selection of sources, methods of acquisition, and delivery of materials. She mentions the need to consider format, due to electrical and connectivity disruptions during disasters. She recommends several ways for hospital librarians to make their information skills known and available without waiting to be asked.

## Information Needs in Disasters

The 2005 *World Disasters Report* states that information is a form of aid and is needed by survivors as much as food, water, medicine, and shelter. It goes on to say, “Once fed and sheltered, disaster survivors are hungry for information on how to get back to work, how to participate in reconstruction, how to influence the recovery agenda of aid organizations and governments” (Walter 2006, 8). Despite this clear statement of need, the provision of information is often the most neglected type of aid, and organizations routinely focus on internal information gathering rather than on providing information to the people they are helping (Walter 2006).

Many disaster survivors will spend time in a shelter. Emergency and temporary shelters provide basics such as safety, food, water, sanitation and sleeping quarters. Yet, disaster survivors also require attention to higher psychological and sociological needs (Shaw 2001; Watson 2004). Barnes (2006) promotes a new way of imagining the disaster shelter with his “Home Away from Home” concept, which suggests that shelters should resemble a home-like setting. This model acknowledges the importance of basic needs and emphasizes “providing support towards individual and community resilience during a disaster” (Barnes 2006, 225). Barnes recommends that support systems, such as on-site care for pets, outlets for entertainment, and methods for responding to information needs, be layered into the existing sheltering methodology. He suggests that while some of these support activities may exist, they are not consistently or uniformly implemented across shelters. This article focuses on one type of support for those in evacuation shelters—the provision of information.

## Hurricane Gustav

Hurricane Gustav was the first major storm to threaten the Gulf Coast area since Hurricanes Katrina and Rita in 2005 (NHC 2006; NHC 2007). The hurricane, hailed as the mother of all storms, headed toward the Gulf Coast on the third anniversary of Hurricane Katrina (Schleifstein 2008). Gustav set in motion one of the largest evacuations in storm history. With memories of Katrina and the New Orleans flood still fresh in their minds, nearly two million Gulf Coast residents sought safety (Jindal 2008; Salmon and Hsu 2008; Nossiter 2008).

New Orleans Mayor, C. Ray Nagin, with hindsight of the tragedy that resulted after levee breaches left tens of thousands stranded, called for the city’s mandatory evacuation and activated the first use of the City Assisted Evacuation Plan for those unable to leave on their own (GOHSEP 2008). Nagin called for 100 percent evacuation of the city and reminded residents that there would be no assistance during or after the storm, nor a shelter of last resort (Williams 2008). By Saturday, August 30, approximately 20,000 residents had preregistered for the government-assisted evacuation program, and demand soon overwhelmed the system. The preregistration process was abandoned, and seventeen designated pick-up locations were announced. Buses took residents to the main bus terminal and to Louis Armstrong International Airport for transport to shelters in northern Louisiana and nearby states (Reid 2008). By Monday, September 1, more than 82,000 Louisianans (self-evacuated and government-assisted) were registered in more than 227 shelters across eight states (Jindal 2008; Kider 2008; Michelet 2008).

Knoxville, Tennessee, prepared to receive several hundred of those evacuees on Saturday, August 30; I volunteered online with the local Red Cross chapter and was told to be at the downtown shelter on Sunday by noon. One of two shelters in Knoxville, the downtown shelter was housed in the auditorium of a Baptist church. Approximately ninety New Orleans evacuees arrived by bus at 5:00 p.m. on Sunday. A handful of volunteers worked that evening, and several other volunteers joined the crew over the week. Our initial assignment was to register evacuees using a one-page form provided by the American Red Cross (ARC 2008). Other duties included talking with evacuees, answering questions, bringing concerns to the attention of the on-duty shelter manager, and assisting with tasks as needed.

## Examples of Information Needs

### Day 1: Sunday, August 31: “Where are we?”

Evacuees with only what they could carry—a small suitcase, a duffle bag, or in some cases a trash bag with their most basic belongings—waited in line to register. Their day had begun early that morning at one of the seventeen designated locations in New Orleans. Some evacuees mentioned that the group traveled from New Orleans by cargo plane and were told that they were flying to Memphis. Several individuals asked, “Where am I?” This is perhaps the most basic, yet essential of information needs—to know where one is.

Again that night a man asked, “Where are we?” I told him that he was in Knoxville, Tennessee. “Yes, I know,” he replied, “But where are we? Is this a church or a school auditorium? What is the address?” He wanted to inform relatives of his whereabouts. Realizing that others might have similar questions, I posted a sign with the church name, church address, and phone number. When I received the same question later, I asked follow-up questions. A woman asked about Knoxville’s location in relation to New Orleans—where it is on the map, how many miles apart are the two cities, and how long would a trip take by plane and by car. I created a poster with a hand-drawn map of the United States indicating the location of both cities and listed information about distance and travel time.

### Day 2: Monday, September 1 (Labor Day): “Is it flooding again?”

Monday morning Hurricane Gustav made landfall. Volunteers received many questions regarding the status of New Orleans and its levees. Near mid-day, church staff brought in a cable-equipped television. Dozens of evacuees gathered and began discussing the news reports. Unfortunately, national and cable news programs provided very little specific information. They broadcast footage of rooftops flying from buildings and reporters bracing themselves against the wind instead of useful information like street names, the status of particular neighborhoods, or updates by local officials. Mainstream media’s use of sensationalism at the expense of news is common in times of crisis; the “If it bleeds, it leads” adage is all too true (Dreier 2005; Cooper and Roter 2000; Slattery, et al. 2001). Several channels showed water lapping over New Orleans’ Industrial Canal levee yet failed to describe the extent of the flooding. Evacuees struggled to identify areas in the video footage. They blurted out questions like, “Where do you think that is?” and “Is that Almonaster Avenue?” hoping that someone would recognize the area being shown.

For residents who were in exile, television reports did little to provide details about the status of the city or its neighborhoods. Despite having access to cable and network news, evacuees continued to ask volunteers about the city’s condition and if the levees had again failed. I found myself in the strange situation of being a librarian without access to the resources needed to answer questions. I had no more information than those who inquired.

### Day 3: Tuesday, September 2: “So, what happened?”

By Tuesday most evacuees realized that catastrophic flooding had not followed Hurricane Gustav like it did after Hurricane Katrina. While relieved, they still had a great desire to learn more about what had happened in New Orleans. The remaining hurricane coverage, however, focused on parishes south and west of New Orleans that received major wind and flood damage. Evacuees eventually turned away from the news, perhaps because they had not received the desired information or perhaps because they wanted a reprieve from watching disaster coverage. Even so, evacuees continued to ask what I had discovered by watching the news, reading newspapers, and searching the Internet while at home.

After my shift on Tuesday I printed the recent online editions of New Orleans’ *Times-Picayune*. I returned to the shelter and posted them in a well-trafficked hallway. Evacuees filled the area to read the articles and discuss the findings. They appreciated being able to read the respected and familiar local paper and were reassured by seeing photos of recognizable landscapes still intact. I discovered that Direct TV was

broadcasting New Orleans' ABC affiliate WWL-TV through its Hurricane Information Channel. I recorded the live broadcasts on VHS tapes and took them to the shelter the next day. Again evacuees gathered to watch. The local New Orleans news provided detailed information important to New Orleans residents: neighborhood status, utility status, agency phone numbers, and updates from first responders and local government officials.

#### **Day 4: Wednesday September 3: *"I heard..."***

By day four, evacuees were relieved that New Orleans had not sustained major damage, but much remained unknown, and rumors spread quickly. People asked questions like: "I heard Walmart is giving out disaster assistance debit cards. How can I get there?" "I heard FEMA has set up a disaster center in the public library. Is that nearby?" Calls to the nearest Walmart and the main public library confirmed that these were indeed rumors. Reporting this finding to only the people who asked would do little to stem the spread of misinformation; so, I posted a sign in the hallway about these two inquiries and continued to add definitive answers as more questions arose.

#### **Day 5: Thursday, September 4: *"When can we go home?"***

As soon as evacuees knew that New Orleans had sustained little damage they began inquiring about a timeline for their return. By day five questions about returning home became nonstop: "When can we go home?" "Do you know when we are going home?" "It didn't flood. Why do we have to stay here?" Evacuees were eager to check on their property, reconnect with family, go back to work, and return to a normal life. The recent formation and projected path of Hurricane Ike did not help matters, and fears of an even longer stay were expressed.

I explained that volunteers had no information about the shelter's closing. I showed them the most recent edition of The Times-Picayune and other relevant articles from local news station affiliates (WDSU and WWL) that mentioned the city's lack of utilities, grocery stores, restaurants, and gas stations. I provided articles stating that Mayor Nagin's mandatory evacuation was still in effect and that the city was legally closed. By this time national and cable news was focused on the Republican National Convention; coverage of Hurricane Gustav consisted of old footage with little up-to-date information for evacuees.

#### **Day 6: Friday, September 5: *"How long will it take?"***

Evacuees and volunteers were informed by the shelter manager on Thursday afternoon that evacuees would leave on chartered buses early Friday morning. Signs were posted at both entrances to inform those who were off-site at the time of the announcement. This news brought a noticeable sense of relief. Inquiries now focused on the trip home: "How long will it take?" "Will they feed us on the bus?" "Will we have electricity when we get home?" By dawn on Friday, September 5th, the shelter was once again an empty church auditorium, and evacuees were on their way back to the Crescent City.

#### **Reflections on the Volunteer Experience**

Following my volunteer experience, I considered how my training as a librarian affected my volunteer work. The idea for this article emerged as I reflected on the types of questions evacuees asked, the types of information needs those questions represented, how I responded to their inquiries, and how library and information science professionals can improve information assistance and information access in shelters.



A few days following the shelter's closing, I compiled a list of the questions I was asked and the ways that volunteers helped to provide answers. In retrospect, I thought of other resources and methods that could have been employed and added them to the list. From there, I grouped similar pairs of questions and solutions and labeled the resulting information needs categories as follows: Familiarization with the Host Community, Adjustment to Shelter Life, Disaster-Related Information, and Regaining a Sense of Normalcy (see table 1).

## Discussion

Hurricane Gustav took place three years after two of the nation's largest evacuation and sheltering efforts—Hurricanes Katrina and Rita (Blumenthal and Barstow 2005). Yet, there seemed to be little weight given to the importance of information access and information assistance for evacuees at the Knoxville shelter. No guidance was provided for how best to collect or respond to evacuees' information needs. No formalized arrangements had been made for obtaining resources (i.e., televisions, local and host community newspapers, computers, radios, partnering with public libraries, etc.). Given the well documented psychological impact of inadequate information and communication on Katrina evacuees, the lack of a protocol or process was surprising (Jaegar et al. 2006; Callahan 2005; Honeycutt, et al. 2008; Spence 2007; Dalton 2005). Any information that evacuees received during their stay at the shelter was the result of volunteers' individual efforts.

Tremendous information needs are created by the uncertainty associated with disasters (Shklovski, et al. 2008). A storm's potential for destruction and the process of evacuating generate many questions and concerns for evacuees. Shelter workers can never be completely prepared for all information needs that will be encountered; however, many of those observed at the Knoxville shelter now seem quite obvious. Each disaster and each shelter will present some unexpected gaps and barriers to communication and information dissemination. If volunteers are prepared for the expected questions, more time can be spent tending to the unforeseen needs. Evacuees' experiences can be made less arduous if proactive measures are taken to prepare for what they will want to know.

Professionals associated with disaster planning seem to have focused very little on the information aspect of shelter management. A Knoxville shelter manager mentioned that as soon as a shelter opens, plans for its closure begin. Possibly, shelter managers do not perceive assisting with the information needs of evacuees as their responsibility, and therefore, not a priority of shelter operation. Barnes' 'home away from home' concept can help in reenvisioning shelters as "an environment that is designed to be supportive and not just a 'quick fix'" (2006, 225).

Many variables will impact information needs, information seeking, and information dissemination in shelters. For this reason, one should not overgeneralize the observations discussed in this article. The determining factors include the type of disaster, the means of evacuation, the magnitude of the event, the length of the stay, the size of the shelter, and the shelter population. The size of the shelter greatly impacts the effectiveness and overall feasibility of providing information and communication resources. Perhaps most importantly, as the size of the shelter grows, so does the disparity in the evacuee-to-volunteer ratio.

## Recommendations

Library and information science (LIS) professionals can work to compile these variables and to understand the opportunities and challenges that they present regarding the provision of information in shelters. Formal studies, firsthand reports, and the creation of a mechanism by which this knowledge can be recorded and preserved are all concrete ways in which LIS professionals can contribute.



## Research

Studies concerning the roles of public libraries during community-wide disasters shed light on disaster information needs, information seeking, and resource use. People in shelters have unique information needs, and their ability to seek or receive information is quite limited. Consequently, separate consideration should be given to the study of information services within shelters.

## Working with the Disaster Response Community

It seems evident that professionals in disaster planning have not placed enough importance on the provision of information in shelters. A recent text on disaster communication discusses the information responsibilities of planners, media, non-governmental organizations and government officials as communicating to the public and to each other—in other words, information dissemination (Haddow and Haddow 2009). Librarians would argue that there is a vast difference between the mere existence of information and people having the information they want or need.

Information professionals should continue their work toward integration into the disaster response network. Librarians have called for this (Challinor 2002; Will 2001; Jaegar, et al. 2006; McKnight 2006; Featherstone, et al. 2008), and progress is being seen with the establishment of the National Library of Medicine's Disaster Information Management Resource Center and the Disaster Information Specialist Pilot Project (NLM 2007; NLM 2008). LIS professionals may find inspiration in the experience of mental health professionals, whose services for disaster survivors were not fully accepted at first (Lystad 1985). Mental health professionals went to "stricken communities not sure what to expect, but nevertheless confident that they could help" (Echterling, et al. 2005, 230).

## A Centralized Resource for the Provision of Information in Shelters

Information professionals can use their expertise to create a framework for the provision of information in shelters. One way they can do this is to develop a centralized archive to collect materials related specifically to information needs in shelters. While LIS professionals can establish this resource and act as curators for its ongoing development and long-term preservation, contributions should be sought from the broad range of people involved in sheltering: volunteers, survivors, evacuees, scholars, and disaster planning and response professionals.

The National Library of Medicine has taken steps to define roles for medical librarians in disaster preparedness and response by creating a Disaster Information Management Coordinating Committee which has spearheaded the development of the *Disaster Information Management Resource Center* (DIMRC) (NLM 2007). The DIMRC contains links to NLM resources and databases for use by emergency planners, emergency responders, and librarians assisting in a disaster situations. The Center also contains a link to the *National Network of Libraries of Medicine's Emergency Preparedness and Response Toolkit* which contains library disaster plan templates, news about research and events by Network librarians focused on disaster preparedness, and an archive of disaster library stories by librarians. The National Network's Toolkit can serve as a model for the development of this author's proposed disaster shelter information center.

*The Information in Disaster Shelters Resource Center* (IDSRC) should include an *Information Needs and Solutions* section divided by the four main types of information needs discussed previously. A Resources section should include links to general disaster resources; additional links could be added during a given crisis. The Connect section should offer features such as discussion boards and blogs that would encourage participation and collaboration. This interactivity will provide a way for volunteers to seek 'real-time' advice. A Story Archive section would include interviews, testimonies, and first-hand accounts. Lastly, a Documents section would include studies, bibliographies, photos, and examples of flyers, posters, checklists, and handouts relating to the provision of information in shelters.

*The Information in Disaster Shelters Resource Center* has two roles. The first is to help volunteers (including librarian volunteers) assist those in shelters. The second is to capture the experiences and acquired expertise of those volunteers and survivors following the disaster. In this way, the IDSRC can be viewed as a feedback loop that is continually being utilized, evaluated, developed, and refined.

A possible outcome of such a centralized resource for shelter-related materials could be the development of guidelines or best practices for providing evacuees the information they need while in shelters. Librarians can collaborate with other professionals involved in disaster sheltering to synthesize materials for use in the field.

Such materials should:

- provide recommendations but encourage innovation as the situation dictates
- account for disaster conditions (i.e., little or no electricity, connectivity, communication)
- consider the many variables associated with disaster shelters (i.e., size, duration, location, population, volunteer turnover, etc.)
- brief volunteers on the important role of information in the lives of evacuees and survivors.

While this article's focus is not to create an exhaustive bibliography, librarians should be aware of some key points prior to providing information during a disaster:

- Use sources local to the disaster location (newspapers, radio, news channels). These sources tend to have more details and will also be most familiar to disaster survivors/evacuees, lending more credibility and perhaps providing a sense of normalcy.
- Search for blogs created by survivors 'on the ground' in the area. Accept that blogs are not always authoritative, but the richness and local-specific reporting may be a source of great information. Discover newly posted information by using the GoogleBlogs™ search or by searching discussion forums in place prior to the disaster and forums created in response to the disaster.
- If shelters in your area are opened to assist evacuees from another city or state, you may be serving a population much different than your local community. For instance, some shelter residents may not speak English, may not be able to read, or may have disabilities which would make it difficult for them to read print-outs of newspaper articles.
- Familiarize yourself with the topic of information services during disasters by reading articles in the LIS and Communications literature. Start by reviewing the NL/LM Emergency Preparedness Response Toolkit and join the NLM Disaster Information Management Resource Center's Disaster Information Outreach by Librarians discussion list.
- Build an understanding of such events by reading a few articles in disaster research. Read books written by survivors of recent disasters and watch documentaries on disasters that focus on survivors' stories.
- Review disaster-related mental health resources from CDC, SAMSHA, FEMA, Red Cross, MedlinePlus®, Center for Mental Health Services, and your state agencies.

- Providing information in disaster shelters may not necessarily involve a library. Be certain to differentiate between library services during disasters, library disaster planning (i.e., collections/staff/building), and the provision of information during disasters.
- Remain focused on the current information needs of the survivors' in the shelter.
- Try to understand the circumstances from which survivors' inquiries originate. Keep in mind that survivors may have lost family members, their homes, or their entire community.
- Employ the reference interview. The acts of listening to and understanding survivors' questions are just as important as providing answers.

## Conclusion

Disasters can happen in any place, at any time. Those who live in coastal states of the southeast face a renewed threat of storms every year with the start of hurricane season. Even when storms do not make a direct hit, their projected paths can cause the evacuation of tens of thousands, if not millions, of residents, many of whom will seek refuge in disaster shelters. Information professionals understand the significance of information needs in the everyday lives of individuals and recognize its even greater importance during times of crisis. They can employ their expertise to reshape and improve the shelter experience for both volunteers and evacuees.

**Table 1: Hurricane Gustav Evacuee Information Needs and Volunteer Solutions**

Information Needs	Representative Questions	Examples of Solutions
<b>Familiarization with the Host Community</b>		
	Where can I find _____?	Map of area (mark stores, libraries, restaurants, banks, etc.; sightseeing or tourist maps may have limited effectiveness); Local phone books.
	Where are we?	Map of United States with host city and native city marked, note distance in miles and travel time if driving or flying; City maps showing where the shelter is located; Flyers with shelter's location, address, phone number.
	How can I get to _____?	Bus schedules; Phone numbers of taxi services; Maps with the walking distance from shelter.

<b>Adjustment to Shelter Life</b>		
	When will we eat?	Poster with approximate meal times.
	How late can we stay out? Can we bring food back to our sleeping area? Can I have visitors come to the shelter? Do I have to sign-in and sign-out when I leave?	Poster with ground rules for the shelter.
	I have a question, but I don't know who to ask.	Poster/Dry erase board for shelter residents to pose questions and volunteers to provide answers.
	Who can help me with ____?	Posters with names, photos, and areas of expertise for shelter managers, volunteers, mental health counselors, nurses, etc.

<b>Disaster Related Information</b>		
	What is happening at home?	Cable Television; Radios; Recordings/streaming of evacuees' local news; Internet access; Printouts of evacuees' local newspaper; photographs of evacuees' local area.
	How can I get assistance?	Agency representatives (when possible); Printouts of FEMA, Red Cross and other agency's websites; Telephone for toll-free calls.
	I heard _____. Is it true?	Provide posters with reported questions and definitive answers (include volunteer's initials, date and time of answer, phone number of entity consulted for confirmation, space to edit and update as needed).

Regaining a Sense of Normalcy		
	What is happening other than the disaster?	Provide newspapers, televisions, Internet.
	Can we do something to take our minds off of the disaster?	Provide maps to the local public libraries, movie theaters, parks; Provide games, cards, notebooks, pens, coloring books, crayons, toys, footballs, basketballs, magazines, etc.
	What day is this? How long have we been here?	Provide a calendar and a clock.
	What is this city like? What is it like here?	Provide local newspapers, city brochures, etc.
	Have you heard when we get to go home? Do you know how we are getting home?	Provide a poster with regular updates, even if it states that there is no new information; Correct rumors; Post information related to why they have not returned (i.e., city is closed, no utilities, etc.).

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# AN INNOVATIVE APPROACH FOR CREATING A SELF-GUIDED VIDEO TOUR IN AN ACADEMIC LIBRARY

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## Introduction

Millions of students visit academic libraries each year, hoping to achieve success in the classroom and make progress with their research. Many of these students need help in navigating the complex services, collections, and facilities of a large academic library.

Librarians often respond to this need by offering in-person orientation tours. However, with this approach, library personnel are unable to reach all who need assistance. Furthermore, the schedules of busy students and busy librarians do not always coincide, and students may prefer to learn about the library in a more flexible, self-paced fashion. It's known that in-person tours are a time-consuming and costly way to teach students about the library.

If an in-person tour is not feasible, a self-guided tour is often an acceptable alternative for familiarizing students with the library. Many well-established museums have implemented self-guided tours with much success. The time and other resources used to create a self-guided tour yield huge benefits. A self-guided tour can be used many times, with only a one-time developmental cost. Furthermore, a self-guided tour can reach a wide audience at the convenience of all.

This paper describes the development and implementation of a self-guided video tour in an academic library. The tour uses a digital, multimedia player and streaming video for content delivery and targets more than 4,000 undergraduate and graduate students in science, engineering, and nursing at the University of Alabama.

## Literature Review

Hickok (2002) observed that with the advent of the worldwide Web and modern multimedia tools, more opportunities exist for creating library tours. But virtual and self-guided tours using multimedia are not conceived as a replacement for live tours but rather as a way to supplement them. Hickok makes a point to say that with a huge student population of over 30,000 at his institution, live tours were not reaching enough students, and a need existed to reach students with more effective and innovative strategies.

Ashmore and Grogg (2004) reported how cooperative work among colleagues helped to create a library virtual tour in a university library. They also found that virtual tours via the Web had become a common tool for instruction and outreach. Still, they noted that traditional guided and self-guided tours are still the most popular. Library tours, whether virtual, guided, or self-guided, generally have a common purpose, to introduce students to study areas, meeting rooms, general resources, library hours, computers, snack bars, and other pertinent resources. By introducing the library as a campus resource and not just a place to find books, students are encouraged to use the library at a high level, according to Ashmore and Grogg.

Kenneway (2007) indicated that technology is a key tool for marketing libraries. By coupling technology with marketing important outcomes can be achieved. Further, delivering the right message to the right person at the right place and time is the way to market new services to diverse groups.

Oblinger (2003) raised some very interesting issues relating to preferences of Boomers, Gen-Xers, and Millennials. A major concern is how well college and university faculty and staff take differing learning styles into consideration when designing programs. “Not surprisingly, technology is assumed to be a natural part of the environment [of learning]” according to Oblinger.

### Adopting Modern Technology

Today’s college students are immersed in mobile, multimedia technologies. Smart phones and iPods are often the first tools of choice for communicating and delivering information. Librarians have joined the new media revolution and are viewed by users as leaders with new information technologies. As such, it is natural for libraries, as purveyors of digital content, to offer media presentations for telling the library’s story.



### Sony Video Walkman

A Sony Video MP3 media player was selected for this project. The Sony Walkman (as it is commonly called) is well known for its sleek appearance and many convenient features that allow for easy use. The Walkman’s enhanced interface and high capacity make it highly functional. As an added benefit, the Walkman connects to a Bluetooth headset, making it an ideal device for personal communication. The Sony Walkman delivers a quality experience for students.

### Budget for the Project

For libraries, even small projects can be expensive especially when technology is involved, but for this project, a modest budget achieved good results. The total project cost less than \$2,000, with most of the cost going towards media players, professional services, and assorted supplies. It should be noted that these costs do not include the services of the librarian who managed the project, librarians and others who wrote the script, and the media technologists who shot, edited, and produced the video.

BUDGET FOR SEN TOUR		
item	description	cost
Sony digital media player Model NWZ-A828KBLK	8 GB memory and Bluetooth headsets	\$1,050 (\$350/unit, total of three units)
Supplies and promotional items	frames to hold signs, special pencils, bookmarks	\$310
Professional services to read and deliver script	person with a BFA degree trained in theatre for two full days of on-site shooting of video	\$500

### Branding and Program Content

Branding is a major consideration for attaining customer acceptance and loyalty. As such, the self-guided tour described in this paper is called SEN Tour, a name picked to resonate with the science, engineering, and nursing (SEN) students served by the library.



Technology usually dazzles users, but content is king. A good script and an inviting opening statement are important as well. SEN Tour begins: “Welcome to Rodgers Library, one of the branches of The University of Alabama Libraries. Primarily we serve students and faculty in the sciences, engineering, and nursing. We have the latest and best resources to help you find the information you need. It’s a place to study, learn, and conduct research, or just make yourself at home.”

This introduction sets the stage for sixteen stops on the video tour at various locations in the library, beginning with the building directory and continuing with circulation services, the copy and scan center, group study rooms, and more. The entire script for the tour is about 2,100 words and before conversion to the video format, takes less than ten minutes to read in its entirety.

## Production Phase



While a typical library is not a media production studio, creating an attractive, compelling video is still possible with proper equipment, careful planning, and staging. For SEN Tour, this phase of development was handled by a digital media specialist and a student videographer from the University Libraries' Sanford Media Center.

Pre-production on-site in the library was essential before actual videotaping could occur. A two person crew spent two half-days viewing the building's internal layout. With many large windows, two floors, and shooting to occur during an active semester, pre-planning was essential to define appropriate camera angles, draw up diagrams, and choreograph the tour narrator. After this information was documented on paper and video, the library's media specialist was ready to begin production.

Two full days of intensive activity followed onsite, including multiple re-takes of each scene/stop and some in-camera edits on the fly. As is typical in videotaping, re-takes offered the editor various options to achieve the most desired outcome.

A Canon XL2 video camera was used for all filming. This device records to a small videotape known as a Digital Video Cassette (DVC, MiniDV). This high-end video camera offered superb visual clarity for the Sony Walkman's compact screen size.

B-roll shooting began a couple days later to add reference imagery to the tour. Framing close-ups, specific points of reference, as well as external shots of the library building, took an additional four hours. Since B-roll does not require a live person, audio narration or "voice-over" was recorded later in a studio, using a condenser microphone and audio software.

## Editing and Production

The digital media specialist also handled editing and final production. After reviewing over eight hours of raw footage and after choosing the best shots, each shot received a catalog entry along with a corresponding stop number. The final video had to be both eye-catching and informative and needed to engage faculty, staff and students, as well as casual visitors to the library.

Editing MiniDV tapes required considerable care and precision, especially the part related to processing time codes. Logging time codes was achieved by creating a list of in-points and out-points in order to simplify management of the process. After keying time codes into the video editing software (Final Cut Pro 6), the footage was captured to the computer in real-time.

Post-production involved more editing and consumed considerable time. Attention focused on trimming clips to line up with B-roll footage, shifting clips around the timeline, correcting audio problems, and color correcting to neutralize the multiple light sources used. The editing concluded with the addition of a copyright-free musical score, created by the digital media specialist.

In another phase, the edited video was exported to a file format compatible with the Sony Walkman. Most portable video devices support only specific formats. Hence, the computer exported a test video using multiple codecs in order to obtain the optimal choice. With video, quality and size of files can vary quite considerably depending on the format. Since the visual portion of this video tour would be presented on a screen no larger than two inches, the format was crucial.

The amount of time required to export video varies depending on equipment used and preferences. In this case, it turned out to be a 20:1 ratio. This ratio yielded a small video file that retained both clarity and quality. The choice codec was used to export all seventeen stops on the tour, separately. After backing up the files, the video was ready to load on the Sony Walkman.

During the process of loading video, the computer recognized the Sony Walkman via USB and the device opened up in a new window. Dragging and dropping the files from one window to another made the winding down process very user-friendly. The Sony Walkman's menus and options authenticated on-screen and became available for loading in pre-sets to facilitate later operations.

Finally, the Sony Walkman was paired with a unit-specific headset to achieve synchronization, using Bluetooth technology. The pairing process allows the Sony Walkman and a headset to find and "listen" to each other and only each other. This protocol eliminates potential problems associated with interference from other headsets of the same brand/style.

The Sony Walkman is a very accommodating device with ample storage space, even for large media files.

### **Marketing SEN Tour**

Creating awareness and excitement is an important aspect of launching any new product. As such, colleagues were introduced to the video at a Library Forum held at the University of Alabama Libraries, before announcing SEN Tour to the full university community.

Marketing began with roll-out to the general faculty as soon as the video was in production. From a link on the library's home page, faculty in the sciences, engineering and nursing were urged to take a look at the new product.

In addition, administrators, including academic deans and directors of special academic units such as the Honors College, the International Honors program, and the Capstone International Center, were engaged to create a broader awareness of SEN Tour among other key constituencies.

Teaching faculty helped to promote SEN Tour as well. For example, faculty in the College of Nursing agreed to tell students in freshman classes about SEN Tour. With this approach, beginning nursing students take SEN Tour as part of a class assignment.

Throughout the marketing campaign, the library promoted SEN Tour in-house via specially designed fliers and promotional pencils and bookmarks. The pencils were intended to urge buy-in and promote participation, enticing students with a special message: "Try SEN Tour, A Video of Rodgers Library."

Finally, students were given an opportunity to learn about SEN Tour with a visit to "Scholars' Station," the library's instruction room. SEN Tour was shown on a jumbo screen and students could come in and view the library's newest video orientation program at designated times and days.

## **The Training Phase**

Staff training is imperative when introducing any new technology. All faculty and staff in Rodgers Library viewed the SEN Tour video together and learned how to operate the Sony Walkman and headsets. Student assistants who work in the library, which is open 24/5 (twenty-four hours a day, five days a week), were also given special training for operating the Walkman, as well as instructions on how to check-out the equipment. Since users must learn a few details before operating the Walkman and headsets, early training of staff and student workers was essential for the successful launch of SEN Tour.

## **Circulation of Media Players**

Special policies and procedures were developed, to ensure appropriate use of the Walkman and headsets. In addition, the well-documented policies and procedures were deemed essential for training library staff. Finally, a transaction log was created to monitor use of the service. All documentation was placed at the library's Circulation Desk for convenient access.

## **Conclusion**

SEN Tour: A Video Guide to Rodgers Library may be viewed at [www.lib.ua.edu/libraries/sel](http://www.lib.ua.edu/libraries/sel)

For SEN Tour to succeed several elements came into play: a persuasively written and important message, a capable person to deliver the library's message, state-of-the-art equipment for video recording and production, a high-tech Sony media player, and the expertise of media specialists.

SEN Tour illustrates how a basic library service can be easily transformed from a time-consuming and costly operation to an effective and modern presentation using technology. It is also an example of how modest resources can make a difference. At the core of the project was innovation, an essential ingredient for progress in many worthwhile library endeavors.

As intended in the innovation grant which funded this project, work on SEN Tour focused mainly on product development and implementation. It's anticipated that data on use and student satisfaction will be gathered over a period of several months during which time students will have had ample exposure to SEN Tour.



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## APPENDIX (FULL TEXT OF SCRIPT FOR SEN TOUR)

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### A VIDEO TOUR OF RODGERS LIBRARY FOR SCIENCE AND ENGINEERING

#### Introduction:

Welcome to Rodgers Library, one of the branches of The University of Alabama Libraries. Primarily we serve students and faculty in the sciences, engineering, and nursing. We have the latest and best resources to help you find the information you need. It's a place to study, learn, and conduct research, or just make yourself at home.

#### Video Tour Instructions:

During this tour, we will acquaint you with our computers, special facilities, collections, and explain many important services. In less time than it takes you to walk across campus, you'll be ready to use the library with confidence. The Sony Walkman you are holding is loaded with seventeen stops. Each stop describes a collection or service which is offered at a specific location in the library.

As you take this tour, watch for signs labeled SEN TOUR. Each sign is keyed to a stop on the Walkman.



You may go at your own pace. When you finish the tour, return the Sony Walkman and headphones to the Circulation Desk. Okay, you are ready to begin the tour. Enjoy Rodgers Library!



### **STOP 1 – Building Directory:**

Think GPS - from the building directory you can navigate to any point in the library. Just take a moment to scan the building directory and you'll get a quick take on how to find service points, collections and special areas. The building directory is a guide to both the 1st and 2nd floors.

### **STOP 2 – Circulation/Reserves:**

Many people know that the Circulation Desk is the place you checkout book and periodicals. In Rodgers Library, you can check-out laptop computers and headphones from here as well. Also this is the place where your professor may place reserve materials, such as lecture notes or special readings.

For your added convenience, books may also be checked out using the self check-out machine located in front of the Reference Desk.

How long you can keep a book varies: Undergraduate students may check-out materials for 30 days with 3 renewals; graduate students and faculty for the entire semester with 2 renewals.

Bound periodicals are checked out to graduate students and faculty members for 5 days with 1 renewal. Current periodicals cannot be checked out.

Reserve materials circulate for various limited amounts of time: 2 hours in library use only, overnight, or 2 to 10 days. The computer on Circulation desk is used to look-up items on reserve. The laptop computers are for in library use only.



### **STOP 3 - Copy or Scan Documents:**

Is your backpack a little too heavy? If so, copy machines, located in the Copy and Scan Center just across from the Circulation Desk and on the 2nd floor, might be the answer.

The scanning feature on our copiers is especially useful, since you can capture a periodical article or other document electronically and send the results to your e-mail account.

Copy machines accept Bama Cash from your Action Card or a Community User Card. The machines do not accept dollar bills or coins.

Money can be added to your Action Card or Community User Card by using the Card Value Added machine located in the Copy & Scan Center. You may also go online to the Action Card Office and purchasing value with your credit card.

### **STOP 4 – Reference Help:**

When you want to get a quick start in the library, ask for help from librarians and staff at our Reference Desk. From the Reference Desk, we can point you in the right direction or answer more in-depth questions about finding specific information in a variety of sources.

We can show you how to search databases including the library's catalog. We can also answer questions about our many services, such as how to borrow books from other Alabama libraries. If you need guidance for downloading electronic documents or locating books in the library's stacks, be sure to ask.

If you need still more help, feel free to make a personal appointment with a librarian. You may also send us your questions by e-mail and we will reply - usually the same business day.

The Reference Desk is open during most regular business hours and in the early evening until 9:00 pm, Monday through Thursday.

#### **STOP 5 – Introductory Subject Guides:**

Finding specific library resources can be a challenge, even for professionals. Our subject guides offer an excellent road map to begin your research. Using subject guides you can discover information in nursing, geology, electrical engineering and other disciplines. The printed subject guides point to both print and electronic resources.

Our subject guides can also be viewed as Web pages on Rodgers Library's Web site. When viewed on the Web site, the subject guides offer the added advantage of allowing you to click through to many of the references we've identified for you.

Subject guides are found in the Reference Guides display mounted on the wall in front of the Reference desk. Feel free to take one or more with you.

#### **STOP 6 – New Book Shelf:**

Did you know that Rodgers Library receives hundreds of new books each month? As soon as the new books arrive, they are shelved on the new book display. If a new book catches your interest, you can take it the Circulation Desk for check-out.

After a couple of weeks on the new book display, books are removed from this area and shelved within the permanent book collection on the second floor. We welcome your suggestions on new books to add to the library's collection.

#### **STOP 7 – Current Periodicals:**

Current periodicals might be your best friend when it comes time to write a research paper. Rodgers library subscribes to more than 1,500 titles. Our print journals are shelved in the current periodicals area. Many of our titles are electronic journals only, accessible from computers anywhere on campus or from home.

The print journals are filed by broad subject areas, using the Library of Congress call numbers. The scheme uses the letter "Q" for science titles, the letter "T" for engineering titles, and the letter "R" for nursing titles.

To find periodical titles we subscribe to, simply do a search in Rodgers Library's online catalog. Remember, current print periodicals cannot be checked out, but you can easily copy or scan articles with machines in our Copy and Scan Center.

#### **STOP 8 – The Reference Collection:**

Sometimes just a snippet of information is enough. If you need a definition of a term, a brief description of a topic or process, or some specific data, our reference books are very helpful. Encyclopedias, dictionaries, and handbooks make up most of the Reference Collection.

Our Reference collection is on the first floor and covers science, engineering and nursing subjects. The reference books are organized by Library of Congress call numbers, using the letter “Q” for the sciences; “T” for engineering; and “R” for nursing. Reference books are for use in the building only.

For your convenience, some reference information is found in electronic books and is accessible through the libraries’ online catalog.

#### **STOP 9 – Print from Computers:**

Do you need to print what you’ve found on a computer? From all of our computers, you can print documents at Pharos UniPrint stations located near the Reference Desk and on the 2nd floor.

To print, simply click on File and Print, enter your name and an identifier in the pop-up box and then go to a Pharos UniPrint station to release your document to a black-and-white printer.

You must swipe your Action Card at the Pharos UniPrint station before your document is released to the printer. The cost is \$.05 per sheet.

Should you choose to print in color, a high-quality laser color printer is available at the print station on the 1st floor. For color printing the cost is \$.15 per sheet.

#### **STOP 10 – Group Study Rooms:**

When Facebook or online chat do not suffice, you can always meet classmates face-to-face in a Group Study room in Rodgers Library. Our group study rooms are designed and equipped for collaborating and sharing information. Three group study rooms are located on the first floor and a fourth group study room is on the second floor. All the rooms feature ample work space, seating and dry erase boards.

The Nightingale Room on the 1st floor and the Cahaba River Room on the second floor can be reserved for up to two hours. To ensure that a room is available when you need it, make a reservation in advance by calling or speaking to staff at our Circulation Desk.

The Great Bear Room and the Rocket Room located on the first floor are open on a first-come-first-served basis.

#### **STOP 11 – Treat Corner:**

Treat yourself! The vending machines have a variety of bars, chips, crackers and other snacks. Health drinks and Pepsi products are available too. Drinks are allowed at study spaces and study rooms throughout the library.

We ask that you eat food purchased from the vending machines at the dining tables located in this area. You can also take the food outside and eat while you are seated on benches in front of the building.

For your convenience, the vending machines accept BAMA cash or regular money. While in the Treat Corner, you can watch the weather or catch the latest CNN News from a large-screen monitor mounted on the wall beside the dining tables.

### **STOP 12 – Computer Workstations:**

If you like one-stop service, our computer workstations are a good solution. While at computer workstations, you may:

- use tutorials for learning about how libraries work
- consult special databases for finding information
- view or download content
- and access a variety of tools to communicate with us

Our workstations are also a gateway to myBAMA, Google, Yahoo, Facebook and other services on the Internet.

Since our services and collections are highly automated, your computer at home or computers in other buildings on Campus will give you about the same results that you get from computers found in Rodgers Library.

### **STOP 13 – Scholars' Station:**

Scholars' Station is a special area with high-end computers loaded with an abundance of software, such as Microsoft Word, Dreamweaver, and Adobe Photoshop.

You can also access scholarly information, view your professor's class-related Web pages, go on the Internet – even scan documents.

In Scholars' Station you can work on projects alone or with your classmates.

Occasionally, Scholars' Station is used as a classroom by librarians to teach students and faculty how to use the library. Training sessions on various topics, such as techniques for searching databases, are posted on the calendar near the entry to Scholars' Station. Some may interest you.

### **STOP 14 – Silent Study Zone:**

In the library, even a whisper or soft greeting may be too noisy for some students. Our answer is the Silent Study Zone on the entire north-half of the 2nd floor. You can plan for a few minutes or many hours of deep study in the Silent Study Zone without any interruptions. Remember, all the open spaces in Rodgers Library are quiet and designed to help you concentrate while you study.

### **STOP 15 – Book Collection:**

Yes, the Internet is a dandy tool, but our books may offer a better way to learn about new subjects or simply brush up on concepts you'd like to understand a little more. The book collection is found on the second floor just off to the right when you reach the top the staircase. In a pattern common to all of our collections, the books are arranged on the shelves by the Library of Congress call numbers - generally "Q" for the sciences; "T" for engineering, and "R" for nursing."

To find specific books in our collection, as well as books in other UA Campus libraries, simply do a search by author or subject using Rodgers Library's online catalog.

**STOP 16 – Older Bound Periodicals:**

On the second floor you will find our bound periodical collection. This collection has periodical titles that are usually more than two years old. Like the current periodicals on the first floor, the bound volumes are arranged on the shelves by the Library of Congress scheme - "Q" for sciences, "T" for engineering, and "R" for nursing. To view a full list of all our older periodicals, simply do a search for the titles you want to read in Rodgers Library's online catalog.

**STOP 17 – Thank You:**

Thank you for taking this tour. If we can help you in any way, ask us. Remember Rodgers Library is your library. Enjoy!

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The authors of this paper wish to acknowledge help provided by others during various phases of the SEN Tour project: Jim Blansett, reference librarian, Gorgas Library; Mitch De Anda, cameraman, Sanford Media Center, Gorgas Library; Eloise Griffin, library associate, Rodgers Library; and Mary Barrett, presenter and professional tour guide.

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## BOOK REVIEWS

Davis, William C. and James I Robertson Jr., eds. *Virginia at War 1863*. Lexington, Ky: University of Kentucky Press, 2009. ISBN 978-0-8131-2510-7. \$35.00.

Coeditors William Davis and James Robertson have reached the midway point of an ambitious five volume series designed to capture the essence of life in Virginia during each of the Civil War years. This volume like earlier, well received releases covering 1861 and 1862 provides collections of insightful, detailed essays authored by notable Civil War historians and experts. This newest addition to the series follows a previously established pattern of beginning with an essay highlighting the year's major in-state military campaigns to provide a framework for further essays exploring the social, economic, religious, and political effects of the war on civilian Virginians. Judith Brockenbrough McGuire's wartime saga is also continued from the preceding two volumes through edited and annotated entries from her *Diary of a Southern Refugee During the War*. Each volume concludes with a selected bibliography and an index.

A. Wilson Greene ably begins with an overview of military events in Virginia in 1863 highlighted by the Battle of Chancellorsville which led to the momentous wounding and subsequent loss of General Stonewall Jackson at the hands of his own men. James Marten follows with a poignant look at the effect of the war on Virginia's children of both races who were faced with dangers from nearby battles, severe economic hardship, erratic or no schooling, and the loss or absence of family members. Benjamin H. Trask explores the beginnings of formal education for eager former slaves aided by missionaries from the North in homes and churches in occupied areas of southeastern Virginia. James M. Prichard provides a chilling overview of William "Devil Anse" Hatfield's wartime activities both as a Confederate officer and as a guerilla leader in the home guard along the volatile, mountainous Kentucky-Virginia (West Virginia) border to reveal circumstances preceding the famous start of the Hatfield-McCoy family feud in 1882. David Rolfs examines the consequences of the choice made by Virginia churches to politically and spiritually back the Confederate cause both in victory and defeat. Coeditor William C. Davis' essay provides a brief history of scrapbooking and highlights the important role that scrapbooks filled with carefully selected newspaper and journal clippings played in preserving the civilian Confederate perspective as well as the only surviving articles from many defunct journals. Jared Peatman examines the failure of Richmond's top newspapers to accurately cover Lincoln's Gettysburg Address which was repeated by newspapers relying on reprints across the South leaving Southerners largely unaware of the famous speech. Coeditor James I. Robertson Jr. introduces and provides a selection of Judith Brockenbrough McGuire's diary entries ranging from September 1862-May 1863 to close the volume with a contemporary, civilian perspective.

*Virginia at War 1863* is highly recommended for academic and public libraries with Civil War collections, Virginia libraries, and serious Civil War devotees. Libraries already committed to the series will not be disappointed with the latest collection of expertly researched and thought provoking essays.

*Sharon C. Parente*

Walker Library, Middle Tennessee State University

Tucker, Susan, ed. *New Orleans Cuisine: Fourteen Signature Dishes and Their Histories*. Jackson, MS: The University Press of Mississippi, 2009. ISBN 978-1-60473-127-9. \$28.00

New Orleans has long been the American city most renowned for its cuisine, and since 2005 there has been renewed interest in the city's culture and history. *New Orleans Cuisine* charts the development of New Orleans cuisine through fourteen quintessentially New Orleanian dishes.

The dishes include well-known fare as well as local specialties: Sazerac cocktail, French Bread (and the Poor Boy), Shrimp Remoulade, Oysters Rockefeller, Daube Glacee, Turtle Soup, Gumbo, Trout Amandine,

Red Beans and Rice, Mirliton and Shrimp, Creole Tomato Salad, Creole Cream Cheese, Bread Pudding, and Cafe Brulot. Contributors include Sara Roahen, Michael Mizell-Nelson, Patricia Kennedy Livingston, Sharon Stallworth Nossiter, Cynthia LeJeune Nobles, Karen Trahan Leathem and Susan Tucker.

An introductory essay by Tucker, Nobles, Leathem, and Nossiter establishes themes that appear throughout the book, predominantly the idea that “many of the city’s most famous dishes evolved from a resourcefulness born of deprivation.” This easy adaptability helped New Orleans establish a unique local cuisine, beginning with Native American traditions that evolved as the city passed through French, Spanish, French again, and American hands. All the while the Africans and African-Americans who created much of the city’s culinary history reacted to these changes while incorporating contributions from New Orleans’ German, Sicilian, Mexican, and other populations.

Certain works, restaurants and figures reappear throughout the book’s fifteen articles. Lafcadio Hearn, in particular, looms large, as his 1885 *La Cuisine Creole* provides early recipes for some of these dishes as well as their histories. The 1901 *Picayune Creole Cook Book* and the Christian Woman’s Exchange’s 1885 *Creole Cookery Book* also serve as important sources, and will be valuable to anyone researching these topics in more depth.

As S. Frederick Starr mentions in his foreword, this “is assertively not a cookbook.” Not every chapter contains a recipe for its titular dish — even though “Oysters Rockefeller,” for example, contains four recipes for other historical oyster dishes. The chapters on Gumbo, Turtle Soup, and Sazerac, on the other hand, each contain several historical recipes as well as modern varieties.

Although the emphasis is on food, *New Orleans Cuisine* doubles as an alternative history of the city itself, one that focuses on the entrepreneurs, cooks and historians that have furthered the city’s culinary tradition rather than the nations and politicians who have governed it. This is an in-depth and original book that should provide the final word on, or at least clarify, some long-debated culinary issues. Its exacting detail and historical emphasis do not make for a quick or easy read, but a copious source list, bibliography, and well-developed index make it an invaluable reference source for anyone studying New Orleans or its cuisine.

*Alan Smith*

Socastee Library, Myrtle Beach SC

Allison-Lewis, Linda. *Kentucky’s Best: Fifty Years of Great Recipes*. Lexington, KY: University of Kentucky Press, 2008. ISBN 978-0-8131-9215-4 \$19.95.

*Kentucky’s Best: Fifty Years of Great Recipes* is a superior cookbook generously detailing wonderfully unique to Kentucky recipes, Kentucky restaurants, legends, history, and tourist attractions. The recipes are excellently easy to understand and seem marvelously nutritious and delicious. The spectacular cookbook includes a contents page, acknowledgments, an introduction, ten chapters: “Appetizers,” “Breads and Rolls,” “Side Dishes,” “Main Dishes,” “Lunch and Teatime Favorites,” “Soups and Salads,” “Desserts,” “Derby Favorites,” “Holiday Favorites,” “Bluegrass Bounty,” and an accurate index.

Brilliant genius author Linda Allison-Lewis shares her grandparents ran a catering company. Her Uncle Vincent worked at The Grand in Mackinaw Island, Boca Raton’s five-star, five-diamond hotel, the French Lick Sheraton, and Orlando Walt Disney World. Linda Allison-Lewis was an appraiser of food in Texas. Kentucky is famous for unsurpassed thoroughbred horses, Bardstown and Loretto alcohol and beyond compare bourbon manufacturing, Daniel Boone, the Lincolns, Henry Clay, George Rogers, Clark, burgoo, Owensboro barbecue, and Kentucky fried chicken.



Two fantastic appetizers are bear cheese and strawberry butter. From “Breads and Rolls,” clean-up-the-garden bread utilizes the last vegetables from Linda Allison-Lewis’ garden. Depot’s flowerpot white bread is served in flowerpots at the Depot Restaurant in Glendale, KY. Excellent side dishes are pineapple au gratin and peanut squash custard. “Main Dishes” marvelously feature bleu cheese chicken with mushrooms, Kentucky-style fried chicken, layered sauerkraut and neffles. Lunch and teatime favorites are mushrooms on toast, portabella mushroom sandwiches, sweet potato salad, and baked luncheon fruit. “Soups and Salads” superbly reveal my favorite oysterchoke soup, wine fruit mold, red lettuce with creamy Dijon dressing, radicchio chiffonade, and my favorite broccoli salad. “Desserts” glitter with green tomato pie, margarita pie, richest butterscotch, pie, sweet potato chips, ranger cookies, and bavarian cream for fresh fruit. “Derby Favorites” captivate starring peach-caramel French toast, pumpkin waffles, oaks cheese grits, banana salad, chutney, Kentucky Colonel’s Burgoo, racehorse tarts, Kentucky whiskey cake, riverboat pecan pie, southern sweet potato pie, and sawdust pie. “Holiday Favorites” are dazzling depicting banana punch, zucchini bread, crabmeat and zucchini bread sandwiches, and my holiday asparagus casserole. “Bluegrass Bounty” charms describing peach butter, pear honey, tomato-apple chutney, and zucchini jam.

Linda Allison-Lewis enthrallingly elaborates on alluring Kentucky attractions. My Old Kentucky Home State Park in Bardstown, Kentucky delights with the Stephen Foster song “My Old Kentucky Home” written about Federal Hill mansion owned by a cousin of Foster’s. The mansion is in the state park. Whiskey cake is given during guides of the My Old Kentucky State Park showing the mansion, lands, and gardens. Famous is Kentucky Colonels’ burgoo. Burgoo is a well-known meal made of many meats cooked twenty-four hours and provided the day after the Kentucky derby by the Honorable Order of Kentucky Colonels at the yearly Derby barbeque on Wickland Estate in Bardstown, Kentucky. A worldly tale abounds of a snake going into the dish during nighttime. The old Tavern Talbott Tavern is as ancient as Kentucky. In 1797, President George Washington sent King Louis-Phillippe and his brothers to lodge at Talbott Tavern in Bardstown, Kentucky. Murals on the wall were shot at by Jesse James. George Patton, Queen Marie of Rumania, and Daniel Boone visited the tavern.

Pineapple Inn Bed and Breakfast in Georgetown, Kentucky impresses with antiques, a Kentucky Horse Park, a Horse Museum, Keeneland Race Course, and horse farms. The banana salad of the Moonlite Bar-B-Q Inn of Owensboro Kentucky is wonderfully different and highly nutritious. The legendary Owensboro barbeque creates happy faces at Moonlite Bar-B-Q Inn. Recipe instructions for country ham from Claudia Sander’s Dinner House of Shelbyville, Kentucky enchant readers. Kathryn’s Coordinating in Henderson, Kentucky is eminent for owner Kitty Ellis’ out of this world cochelle salad nurturing with fruit as high as three feet. The cochelle salad generously nourishes with apples, oranges, strawberries, lettuce, carrots, celery, bananas, pecans, tomatoes, mayonnaise, mustard, celery seed, and whipping cream. Shady Lane Bed and Breakfast Inn’s green fried tomatoes are heavenly. Terrific cheese wafers from Shaker Village of Pleasant entice.

*Kentucky’s Best: Fifty Years of Great Recipes* is one of the unmatched cookbooks offering a variety of delicious and highly nutritious Kentucky cuisine recipes while excellently presenting some of the top restaurants and attractions in the bluegrass state.

*Melinda F. Matthews*

University of Louisiana at Monroe

Aaron, Arielle A. *I Remember Singing*. Bloomington, IN: AuthorHouse, 2008. ISBN 978-1-4343-4648-3. \$23.95.

In *I Remember Singing*, North Carolina author Arielle A. Aaron, aka Joy Summerlin-Glunt, brings to us a heart-breaking and horrific story of one little boy, Hugo Schiller's, experience of the Nazi holocaust. The surviving man tells this brutally factual story with the gentleness and innocence of the child that was. Schiller, who now resides in South Carolina, recounts his story so 'people will not forget that it happened and that there were people who helped.'

The book begins with a preface to Mr. Schiller's story to introduce the readers to the situation in Germany in the 1930's; those responsible for creating it; a brief explanation of why they did so; and why they were succeeding at that point. Although an adult might find it too simple and brief, I think it is fitting as it is the preamble to a story told to both adults and children through a child's simple voice of innocence.

The story proper begins with Hugo sharing memories of his home, family, and boyhood in Grunsfeld, Germany. He had happy memories of his favorite foods, a loving family, childhood friendship, and learning to sing. However, in the midst of this time, subtle things began to happen in his town that as yet he did not understand. Why was he alone asked to pick up every single piece of paper on the school grounds one afternoon? Looking back at the innocence of the child he was, Hugo, the man, remarks,

*"Because I was a child, I never dreamed there might be people in the world who did not love me."*

Soon, the subtle events culminated in the open violence of Kristallnacht and state-sanctioned discrimination against Jews in Germany. His best friend Kilian was no longer allowed to be his friend. Eventually, Hugo was even barred from going to school. The atmosphere of fear and terror grew as Jews, their businesses and synagogues were openly attacked. Finally, in November 1938, dictator, Adolf Hitler ordered that all Jewish establishments be attacked and destroyed. In Grunsfeld, German soldiers came to their home, broke their furniture, and arrested Hugo's Father, a Medal of Honor winner for bravery in World War I, taking him to Dachau concentration camp for six weeks. Things were growing increasingly worse and his parents could not stop it or keep it from affecting him. Hugo stopped singing.

One morning at 5:00 a.m., the Nazis confiscated the Schillers' home ordering them to pack a suitcase and be ready to leave in one hour. They were sent to Camp De Gurs in France. This camp would eventually become a full-fledged concentration camp. Hugo was nine years old. He recounts his memories of life in the camp. They lived in wooden barracks, were usually cold and hungry, and disease was prevalent due to the ill conditions. Hugo recalled his first experiences with dead people, memories of other children in the camp, and singing for one of the women Vichy guards in order to get extra bread for his mother and aunt.

Then, one day, a light by the name of Alice Resch came into the camp. Alice was a Quaker Refugee Relief worker who convinced the guards to let her feed the children and eventually was able to take them away to a school in Aspet France. Alice, with the help of others including French villagers, made sure they were fed, clothed, and educated so they could survive. Hugo recounts his experiences in Aspet, shares letters from his family during that time, and recalls his memories of Alice, whom they referred to as the "Angel of Aspet." Alice would save them one more time by securing the children passage to the United States. Hugo saw his parents one last time before leaving to go live with his aunt and uncle in New York. His parents were taken to Auschwitz-Birkenau a few weeks later where they were murdered by the Nazis.

Hugo tells about growing up in and adapting to life in America and learning about what happened to his family in Europe. This part of his story fills one with mixed emotions—relief that Hugo, some of his family, and the other children with him at Aspet escaped the fate the Nazis had in store for them; joy that in the midst of all this, Hugo still had vestiges of the child exhibited by his practically empty suitcase heavy with the socks full of marbles he had won; and triumph that at least in America he was allowed to fight back when he was treated unjustly.

In the last sections of the book, Hugo Schiller, who today sings in Synagogue, explains why he personally believes it is an obligation for him to tell his story—whenever evil is not confronted, the “possibility exists for a Holocaust to [happen] again.” Those who survived, fought, resisted, or helped liberate, and who witnessed these events need to recount their stories so people will know the truth from those who experienced it. Through the telling, people can know it really happened and thereby remain ever-vigilant in hopes that we can prevent such a history from ever repeating itself.

Finally, Mr. Schiller explains his dedication to “doing good deeds” and “being responsible.”

*“Because the world must be balanced, there must be more good deeds than there are evil deeds...”*

He leaves the reader with a list of “things [they] can do to make [the] world a better place.” Included on the list are ‘treating other people the way you wish to be treated; being responsible for your own actions; using your mind to think; being courageous in the face of danger; staying strong and saying “no” when you should; and persevering.’ He also encourages readers to be always grateful for what they have and to develop their “own personal plan for making the world a better place.”

Arielle Aaron has not only presented Hugo Schiller’s amazing story of survival; but has also produced an excellent teaching tool for the classroom that can assist in lesson-planning and opening up discussions about history, society, government, politics, prejudice, the holocaust, morality and personal responsibility in a very real and personal way. In addition to Mr. Schiller’s story, the book includes pictures, maps, a vocabulary list, on-going memory projects, information about the Hugo Schiller Holocaust Resource Center, a Chronology of the Holocaust, a Glossary of Terms, and a Bibliography.

*Paris E. Webb*

Marshall University Libraries, Huntington WV

Sorensen, Andrew A. *All to One Another: The University at Home and in the World*. Columbia, SC: University of South Carolina Press, 2008. ISBN 978-1-57003-773-3 \$19.95.

Dr. Andrew A Sorensen, president of the University of South Carolina from 2002-2008, retired just before the publication of this volume of speeches and articles. Through this assemblage of items, shines a man who cares deeply for the University of South Carolina and his adopted state of South Carolina. The common theme found in the collection is that of hope for the future through expanding the vision of the University to encompass the community, the state and the world beyond.

Dr. Sorensen likens the role of the University President to that of a preacher, teacher, cheerleader, scholar, diplomat, warrior, peacemaker, coach and shepherd — dependent on the moment. He felt that as the state's flagship university, the university has "an obligation to be accessible to all the people of South Carolina, not just the wealthiest or most academically gifted but all the people." Toward that end he conducted annual Bowtie Bus Tours to visit and recruit students in the state. He felt that a man's skin color should be no more important than the color of his eyes and that our success as a community and as a nation was dependent on the collective success of individuals.

His plan for the university included attracting quality students, giving them the best education, and then, in partnership with the state and businesses, providing those graduates a place to work within the state. He felt that South Carolina had fallen behind in business recruitment and job creation, but that all working together could change current perceptions and make the state competitive with other regions in the country.

While seeking the strength of common goals, and applying that strength for the common good, a university president strives to make a difference that will remain after his tenure is over. From reading his words, it is obvious that USC is indeed better for Dr Sorensen's tenure and he will be long remembered.

Recommended for all in South Carolina, and any library with a collection of inspirational speeches.

*Bonnie Tollifson*

Thompson, Mary V. 2008. *In the Hands of a Good Providence: Religion in the Life of George Washington*. Charlottesville, VA: University of Virginia Press. ISBN 978-0-8139-2763-3. \$29.95.

Already being hailed as "likely the best book that will ever be written on Washington and Christianity" (Grizzard), Mary V. Thompson's new work goes beyond the long-established and mostly unchallenged answers to questions about the first President's religious beliefs. A historian at Mt. Vernon since 1980, Mary Thompson was inspired by a simple question about Washington's religious beliefs that happened to be sent to the museum on a rare day when the researcher herself had time to delve deeply into the answer. She had always been taught to give out the standard answer, that Washington was a Deist. As she began to look further, however, she started to suspect that the actual answer was going to be much more complicated and full of nuances. Quickly developing her own interest in the topic, she began to focus her search on the primary sources available to her. These sources included a multitude of items, everything from Washington and his family's own writings (both published and unpublished), the books they owned, their financial records, local church records, their letters, and even the furnishings of their house (the author notes the possible significance of the pictures of a religious nature that were known to be displayed in the Washington home in chapter four). She analyzes together these sometimes seemingly disparate things and is able to make relevant and often innovative connections that help give a more clear picture of the Washington family's religious experience. Throughout the book, she also draws parallels between the Washington family's religious experiences and the evolution of Christianity itself in eighteenth and nineteenth century America.

Grizzard, Frank. Quote on the Publisher's Website. 2008.  
<<http://www.upress.virginia.edu/books/thompson2.HTM>>.

*Allison Faix*

Kimbel Library, Coastal Carolina University (SC)

Keffmeyer, Thomas. *Reformers to Radicals: The Appalachian Volunteers and the War on Poverty*. Lexington, KY: The University Press of Kentucky, 2008. ISBN 978-0-8131-2509-1. \$40 (cloth).

Dr. Thomas Keffmeyer's excellent history tracks the short trajectory of the Appalachian Volunteers (AV) from the organization's founding in 1964 to dissolution in 1970. This well reasoned and meticulously documented work of scholarship should prove useful to southern historians, students of the Great Society era, and anyone interested in the dynamics of social reform movements. The readable style and clearly structured arguments make the book accessible to the educated lay reader. Keffmeyer does a masterful job of weaving together individuals' memoirs, organizational records, and national events to tell this story. Interesting photographs enhance the vivid narrative.

The author places the AV firmly in the context of organizational history as well as national events. The AV grew out of the Council of the Southern Mountains, a strongly integrationist reform organization. The Council recruited local college students to do volunteer work in the mountains, initially concentrating on physical improvements to rural schools during the Christmas vacation of 1963-1964. The Appalachian Volunteers officially became an independent organization in March 1964. Keffmeyer notes that the new group's bylaws "reflected the country's assumptions about welfare, dependency, and pluralism." The volunteers wanted to involve the local citizens in "the process of meeting community needs ... in areas such as education, health, recreation, and human welfare"; they hoped to create an organization through which students could assist their "fellow citizens"; and, they hoped to initiate programs leading to "lasting solutions of the region's problems."

*Reformer to Radicals* traces the AV through a sad decline from youthful enthusiasm to cynicism and despair. Keffmeyer notes that initially volunteers attempted to coordinate their activities with local political and community leaders. Filled with missionary attitudes, they blamed the poverty of the region on physical isolation, inadequate education, and the culture of the Appalachian poor. In full agreement with the underlying premises of the War on Poverty programs, the AV tended to "blame the victim" for regional problems. Over time, disillusionment set in: the volunteers increasingly came to see abuses of political power and economic exploitation—the perpetuation of a "kind of feudalism" or "colonialism"—as the true causes of regional poverty and deprivation. Rather than improvements to existing systems, bigger changes to the underlying social structure were needed. As one volunteer said, "We're supplying candles when the house needs to be wired for electricity."

Keffmeyer is careful to point out that change in personnel within the AV over time was an important factor in shaping the organization's history. As the Appalachian Volunteer program grew and gained national attention, there was a heavy influx of student volunteers from outside Appalachia. The presence of these "outsiders," combined with the organization's increasingly political tactics, stimulated strong resistance from local, state, and national leaders and suspicion on the part of conservative residents. By branding the AV as communists, "outside agitators," and subversives, those seeking to maintain the status quo effectively halted the volunteers' operations. Internal conflicts over the new activist focus also split the group.

It would have been helpful if Keffmeyer had elaborated on the role played by racism in the downfall of the Appalachian Volunteers. He alludes briefly to the integrationist stances of the Council and Appalachian

Volunteers and to resulting hostility from white residents. It is unclear just how racially integrated the volunteers were, or the extent to which their activities were directed towards aiding African Americans.

The author appears to be almost as concerned with the tragic dynamics of reform movements as with the specifics of events in Appalachia, drawing frequent parallels between the trajectories of the Appalachian Volunteers and the Student Nonviolent Coordinating Committee, a civil rights organization active during approximately the same time frame. Kiffmeyer tracks rapid changes in the goals, programs, and personnel of the Appalachian Volunteers resulting from a toxic mix of success, publicity, youthful disillusionment, and conflicts with local and national power structures. Readers interested in this aspect of Kiffmeyer's work may also want to consult similar studies: Clayborne Carson's *In Struggle: SNCC and the Black Awakening of the 1960s*; August Meier, and Elliott M. Rudwick's book concerning the Congress of Racial Equality, *CORE; a Study in the Civil Rights Movement, 1942-1968*; and Todd Gitlin's memoir of the Students for a Democratic Society, *The Whole World Is Watching: Mass Media in the Making and Unmaking of the New Left*.

*Karen Cook*

University of Louisiana at Monroe

## **Guidelines for Submissions and Author Instructions**

### **The Southeastern Librarian**

The Southeastern Librarian (SELn) is the official publication of the Southeastern Library Association (SELA). The quarterly publication seeks to publish articles, announcements, and news of professional interest to the library community in the southeast. The publication also represents a significant means for addressing the Association's research objective. Two newsletter-style issues serve as a vehicle for conducting Association business, and two issues include juried articles.

1. Articles need not be of a scholarly nature but should address professional concerns of the library community. SELn particularly seeks articles that have a broad southeastern scope and/or address topics identified as timely or important by SELA sections, round tables, or committees.
2. News releases, newsletters, clippings, and journals from libraries, state associations, and groups throughout the region may be used as sources of information.
3. Submissions should be directed to: Perry Bratcher, Editor SELn, 503A Steely Library, Northern Kentucky University, Highland Heights, KY 41099. Phone 859-572-6309, 859-572-6181 (fax). Email: bratcher@nku.edu.
4. Manuscripts must be submitted in electronic format as attachment to an email, preferably in MS Word or compatible format. Articles should be written in a grammatically correct, simple, readable style. The author is responsible for the accuracy of all statements in the article and should provide complete and accurate bibliographic citations. Although longer or shorter works may be considered, 2,000- to 5,000-word manuscripts are most suitable.
5. Notes should appear at the end of the manuscript in a section titled "References." The editor will refer to the latest edition of APA is followed for capitalization, punctuation, quotations, tables, captions, and elements of bibliographic style. The basic forms for books and journals in the reference list are as follows:
  - Gilmer, Lois C. 1994. *Interlibrary Loan: Theory and Management*. Englewood, Colorado: Libraries Unlimited.
  - Childress, Schelley. 1994. "Planning for the Worst: Disaster Planning in the Library." *The Southeastern Librarian* 44 (2) (Summer): 51-55.
6. The name, position, and professional address of the author should appear in the bottom left-hand corner of a separate title page. The author's name should not appear anywhere else in the document.
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